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AUTHOR Coleman, Joyce H.
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ABSTRACT

This Child Development Associate (CDA) training module, the seventh in a series of 16, focuses on preparing trainees in a bilingual/bicultural preschool teacher training program to help Spanish speaking children to develop language skills in their native tongue and English. The text of the module deals with (1) the developmental principles of language, (2) the importance of language development, (3) characteristics of language development, (4) factors which influence language development, (5) language and the language minority child, (6) second language learning and (7) the sequence of first language development. The module includes trainee learning activities, a pre-test and a posttest of the trainee's understanding of the material, and a language skills checklist for assessing children's language development. The module focuses on the specific behaviors which directly relate to the functional area of language within CDA Competency 2: advancing the child's physical and intellectual competence. (BH)

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HELPING YOUNG CHILDREN DEVELOP LANGUAGE SKILLS IN A BILINGUAL-MULTICULTURAL ENVIRONMENT

Bilingual/Bicultural

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MODULE VII

PS 010533

Our Lady of the Lake University of San Antonio

San Antonio, Texas

HELPING YOUNG CHILDREN DEVELOP LANGUAGE SKILLS IN A BILINGUAL-MULTICULTURAL ENVIRONMENT

Joyce H. Coleman

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Bilingual/Bicultural CDA Project Staff

Yolanda Ruiz Molina, director

Guadalupe Aguilar

Joyce H. Coleman

Margarita de Celis

Teresa Z. Dent

Sylvia Manjarrez

Carla Martinez

Emma Munguia

Teresa Ruiz Smith

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A C K N O W L E D G E M E N T S

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PREFACE

Helping young children further develop their native language and also learn a second language is an important function of the pre-school teacher working in a bilingual/multicultural setting. To do this effectively a teacher must not only be bilingual herself, she must understand how children learn their first and second language and be able to translate this knowledge into appropriate language experiences in both languages.

This module, "Helping Young Children Develop Language Skills in a Bilingual-Multicultural Environment," was developed because an understanding of first and second language development is essential for the bilingual pre-school teacher, and because observation of pre-school teachers in Day Care and Headstart programs revealed a critical need for further training in this area. Although this module was designed specifically for Headstart and Day Care teachers who participated in a Bilingual/Bicultural Child Development Associate Pilot Training Project at Our Lady of the Lake University of San Antonio, it has been tested and used successfully with other groups of pre-school teachers.

While the content of this module is designed for individualized or self-paced usage, it is strongly recommended that this module be used in conjunction with academic instruction and on-site instruction. The kinds of interactions that occur in group discussions during academic instruction and on-site

instruction among instructors and other teachers provide the motivation, reinforcement and intellectual stimulation that is needed by the teacher. The academic instructors and trainers who developed and tested this module found that learning was facilitated when the module was used as a part of the academic instruction and on-site instruction.

Entry skills needed by trainees to use this module successfully are....

1. The ability to read and comprehend English at the eighth grade level.
2. The ability to follow written instructions.
3. An awareness of how young children develop.
4. The ability to speak two languages: Spanish and English.
5. An understanding of the cultures of the children.
6. An awareness of the special needs of individual children.
7. The ability to remember and write down what has been seen or heard.

This module focuses on specific behaviors that directly relate to:

COMPETENCE II.- Advance Physical and Intellectual Competence

Functional Area: Language

This module is seventh in the recommended sequence of usage. The sequence of the modules is a result of the identified critical needs of the CDA trainees in the Bilingual/Bicultural CDA Pilot Training Project at Our Lady of the Lake University. The competencies in the modules were addressed in priority, taking into account the critical needs necessary for effective teaching. The sequence has been tested with other groups of teachers and seems to also be effective.

The recommended sequence of usage of the modules is:

Module I Learning to Observe Young Children in a Bilingual-Multicultural Environment

Module II Getting To Know and Like Myself Better

Module III Planning Effectively for Young Children in a Bilingual-Multicultural Environment

Module IV Creating a Bilingual-Bicultural Learning Environment for Young Children

Module V Helping Young Children Develop Social Skills in a Bilingual-Multicultural Environment

Module VI Helping Young Children Develop Motor Skills in a Bilingual-Multicultural Environment

Module VII Helping Young Children Develop Language Skills in a Bilingual-Multicultural Environment

Module VIII Helping Young Children Develop Cognitive Skills in a Bilingual-Multicultural Environment

Module IX Helping Young Children Develop Self-Help Skills in a Bilingual-Multicultural Environment

Module X Setting the Stage for Effective Learning in a Bilingual-Multicultural Environment

Module XI Teachers Planning and Working With Parents From a Bilingual-Multicultural Community

Module XII Juegos - Cuentos - Cantos - Y - Rimas

Module XIII Artesanias Mexico - Americanas

Module XIV Teaching Concepts to Young Children Through Cultural Cooking Experiences

Module XV Supplementary Administrative Responsibilities of Staff Working in a Bilingual-Multicultural Environment

Module XVI Helping Young Children Develop a Positive Self-Concept

The competencies that a trainer, academic instructor or group facilitator need to use this module effectively with bilingual/bicultural trainees are as follows:

1. Knowledge of early childhood growth and development.
2. Experience teaching pre-school children.
3. Experience working with parents.
4. First-hand knowledge of the cultures of the children and the community where the teachers work.
5. The ability to speak Spanish and English.
6. The ability to explain and demonstrate the content in a manner compatible with the learning styles of the trainees.
7. Experience teaching adults.

P R E - T E S T

1. Explain why the development of language skills is important in the pre-school.

2. Explain the sequence of first language development.

3. Explain how first language and second language learning are similar and different.

4. Administer the language skills checklist to at least eight children.

5. Explain how you would use the information obtained from the language skills checklist.

G L O S S A R Y

An understanding of the following words will help you to better understand the content of this module.

Dialect -- the variety of language spoken by members of a single community, either regional or social.

Grammar -- the study of words, their inflections, their functions and relationships in the sentence.

Mainstream Culture -- the predominate culture of a society or group.

Second Language -- a language learned subsequent to a speakers native language, sometimes the language of the school or of the wider community.

Standard Language -- language that is well established by usage in the formal and informal speech and writing of the educated, the language that is widely recognized as acceptable.

Syntax -- the way words are related to each other in a sentence; their arrangement.

INTRODUCTION

Looking at a newborn baby, one is amazed at the miracle of conception and birth. This tiny baby who is a whole person in miniature, soon begins to grow and develop abilities that are fascinating and wonderful to observe. One of the most amazing abilities that the baby learns, is the ability to express thoughts, ideas, and emotions. The child learns to express himself as he develops language. What is language? Language is a method of communicating ideas, emotions and desires by means of a system of conventionally accepted auditory, written symbols or physical gestures. Auditory symbols are the specific sounds of a language. Written symbols are the alphabets or written forms of a language. Physical gestures can be hand symbols such as those used by deaf persons or facial and body gestures that communicate a thought. A pantomimist uses facial and body gestures to communicate ideas. Each of us uses facial and body gestures to communicate ideas and feelings. Sometimes we are not aware of this.

In order for language to be meaningful it must be understood by those using it. They must use those symbols that have been accepted and agreed upon by their group. That is, the symbols must be conventionally accepted.

Languages around the world differ because the people involved use different symbols to communicate meaning. There are historical, social, and political reasons why certain symbols have become the accepted language. Although there are thousands of languages in our world there are three things that all languages have in common.

1. All languages have specific sounds that can be combined in various ways to make up the vocabulary of the language. The sounds themselves have no meaning but when put together to form a word, the word has meaning.
2. All languages have a vocabulary of words whose meaning must be learned. Ordinarily the meaning of a word cannot be learned from its sounds. The meaning is learned from exposure to the language and culture of the group who uses the language.
3. All languages have a syntax or grammar. That is, all languages have rules for putting words together to form sentences. These rules are basic to communication because the meaning of a sentence is dependent upon how the words are put together.

Just as there are many different languages, there are also differences within a language. For example, all people who speak English do not speak it exactly the same. Think about the language of someone from Georgia, from Boston, from New Jersey, from Texas. There are differences in sounds, differences in vocabulary and differences in syntax that exist from one region to another or one group to another. When a group of people speak a variation of the standard language it is called a dialect.

To some people a dialect is considered inferior or less than the "standard" language, but this is not true. Dialects have all of the qualities of language, they just differ in some ways from what has become the "standard" language of the group at large. It is important for you as a teacher to understand this. In our pluralistic, multicultural society, You will be teaching children whose language differ from the "standard" language of the school whether the school language be English, Spanish, French or

Navajo. To project to a child that his language is inferior is the same as saying you are inferior, your family is inferior, your culture is inferior.

The purpose of education is to help each child develop those qualities and skills that will enable him to function effectively in life. In order for this to happen, the child must feel good about himself as a person. To convey to a child by word, actions or by attitude that his language is inadequate can cause a child to feel bad about himself, his family. and his culture.

However, in order for children to have opportunities to participate effectively in the mainstream culture, they must learn the "standard" language of the mainstream culture. Your job as a teacher is to help them learn the "standard" language. But this does not mean that the "standard" language should be learned and their first language or dialect forgotten. Both the children's first language or dialect and the "standard" language should be learned so that they can participate effectively in their culture or the "mainstream" culture as they choose. This is the essence of democracy.

DEVELOPMENTAL PRINCIPLES OF LANGUAGE DEVELOPMENT

There are some basic principles of development that relate to all areas of development including language development. Knowledge of these principles helps us to know what to expect of children and to guide their development in positive ways.

These principles as they relate to language development are as follows...

1. Language development is the result of both maturation and learning. In order for a child to comprehend and process language, brain cells and the sensory mechanisms (eyes, ears, etc.) must mature or become physically ready. There must also be maturation of the speech mechanism (lips, tongue, mouth, palate, etc.) This maturation or physical readiness is essential for language skills to develop. At the same time, a child must have language experiences which help him to learn language. Maturation or physical readiness without adequate language experiences will cause a delay in language development. Language experiences without proper maturation of the body will also cause a delay in language development. Both maturation and learning are essential for effective language development.
2. Language development involves change. A look at the sequence of language development page 36 shows that language development is an ever changing process beginning with early vocalizations. While the general trend of language development is forward, there are periods when language development seems to be standing still as if a certain plateau had been reached. There are times when language development seems to be moving backward. This is called regression. There are other times when language development seems to be moving forward at a rapid rate. The changes in language development are brought about through the physical changes that occur in the body

(maturation) and through the accumulation of experiences each individual has.

3. Language development is predictable. Another glance at the sequence of language development page 36 shows that it is possible to predict the sequence of language development. Studies have shown that children go through the same sequence of language development although they may do so at different rates and in their own way. This is why all children do not reach the same point of development at the same age.

4. Language development proceeds from simple responses to complex responses. If you have observed and listened to the language of children at different ages, you have seen that language development, which begins with the early vocalizations of the infant, develops from very simple utterances to complex speech. For example, early babblings become simple words, single words become two word utterances, two word utterances become simple sentences, simple sentences gradually become more complex sentences. If you ask a three year old to describe a picture, he will probably say "Daddy, car, doggy." The description consists of naming the obvious features in the picture. A four year old will probably respond by saying, "I see a Daddy going in a car and a doggy." The five year old will usually tell a simple story about the characters. With increasing age more details, events, and feelings will be added. As you can see, children gradually move from simple responses to more complex responses in their language development.

Stop for a moment and think about these four developmental principles of language development. From your own experience can you give examples which illustrate one or all of these principles.

IMPORTANCE OF LANGUAGE DEVELOPMENT

To understand the importance of language in your daily life, imagine yourself without language. Without language would you be able to adequately express your feelings or emotions, to ask for or give information, to organize thoughts, or to socially interact with others? Without language it would be very difficult to do any of these. Language is very basic to our functioning effectively as a human being.

Language enables us to---

1. Identify wants and needs. This is very basic to human communication. A grunt or cry can be used to make known some desires but as desires and needs become more complex, language is needed to communicate them.
2. Acquire and exchange information and ideas. Language gives meaning to our experiences and enables us to organize and express them. No one person can understand or experience all that the world has to offer; so being able to exchange and share information broadens our knowledge and understanding.
3. Express feelings and emotions. Feelings are basic to human nature. Every person experiences feelings of love, hate, fear, joy, anger, sympathy, compassion etc. at some time. To not express these feelings can lead to emotional and physical problems. Language is a marvelous vehicle whereby feelings can be expressed. Learning how to express one's feelings acceptably through language can be a valuable learning experience.
4. Find self-identification. There is a need for self understanding throughout life. Language is true to self-identification in two ways.

First, the language of others gives us information about how they see us. This can be positive or negative and affect how we feel about ourselves. Secondly, we can use language to explain or defend ourselves.

5. Interact socially with others. Humans are basically social in nature. They enjoy being with others. Young babies sometimes die when they are deprived of social interactions. Language enhances social interactions and enables us to communicate with one another. The effect that language has on social interactions can be seen in children who are cut off from others by deafness or by the inability to communicate effectively. These children are often socially isolated. Bilingual children sometimes have social difficulties when they are beginning to learn the language of their playmates. They fail to understand what is being said and feel insecure in using the new language.

6. Think. Language need not be vocal. It can be part of the thinking process. Although the exact relationship between language and thought is a matter of some controversy among scholars, thinking can be enhanced or hindered by the language brought to the situation. Most of us as well as children, spend some time thinking about what we have done. It is hard to imagine thinking without the use of language.

List and describe six functions of language. Can you think of other functions not discussed in this section?

CHARACTERISTICS OF LANGUAGE DEVELOPMENT

The learning of language has been an area of much study. Scholars have looked at the elements of language, how language is learned, when different aspects of language are learned, the sequence that language is learned, differences between languages, differences within languages, the historical development of language, language characteristics of different groups, etc. With all of the language studies that have been done, we still do not understand everything about the learning of language. The ability of a small child to learn the complex structures of a language in a few short years is a remarkable thing. Yet between birth and five years of age, children all over the world learn the basic syntax of the world's thousands of languages. What do we know about this remarkable ability?

We know that---

1. All children learn the language of their environment. While language is not learned primarily through imitation, the language that one hears is the language learned. If the child hears Spanish, he will learn Spanish. If the child hears black English, he will learn black English.
2. All children learn language in the same way and in the same sequence regardless of the language being learned. Studies have found that children all over the world go through the same steps in learning language and generally learn the elements of their language in the same sequence. Studies have also shown that deaf children learn the full range of language concepts and go through the same sequence in learning

sign language. Some researchers also indicate that second-language learning is very similar to first language learning. It seems then, that learning language is a pretty universal process.

3. Language learning is a creative process. It would be impossible to learn language strictly through imitation because language is far too complex to be learned that way. We know that individuals are capable of understanding and making sentences and combinations of sentences that they have never heard before. If language was learned primarily by imitation, we would have to hear sentences before we could understand or produce them. Some scholars believe that each individual is born with the ability to learn language; that each individual has the capacity to pull out the basic rules of language (syntax/grammar) and to use them. You understand the sentences in the module not because you have seen or heard the sentences before, but because you understand the rules of the English language. If you were to explain to someone right now what you have just read, your sentences would be somewhat different from these although you would be talking about the same information. This ability to use the rules of a language to generate new sentence structures is what gives language its creative power. The vocabulary that you understand and use determines the words that go into your sentences.
4. Vocabulary development is closely tied to concept development. Although the exact relationship between language and cognitive development is not known, there is general agreement among researchers that they are related. We know that children can learn concepts without oral language because deaf children do, but language makes the learning of concepts easier. Vocabulary items give names to concepts which helps me to organize and remember them more easily. It has been shown that children

are more likely to remember a concept as a result of having it represented through language. It has also been shown that the learning of vocabulary (names for things) develops along with the learning of concepts.

FACTORS THAT INFLUENCE LANGUAGE DEVELOPMENT

Before reading the following information, make a list of all of the factors you can think of that influence language development.

When you have completed this task, read the information that follows. Check your responses with this information.

While speech development is much the same for all children, there are some factors that influence language development and account for some of the varying rates of language development that are seen in young children. Some important ones are:

1. Educational level of parents. Children whose parents are educated are exposed to a greater variety of language usage. Educated parents tend to use language more for solving problems and for guiding their children's learning. This gives children exposure to language experiences which helps them develop a larger vocabulary and a broader grammatical usage, as well as strategies for solving problems. Also, parents who are educated usually spend more time reading to their children. Children who are read to on a regular basis tend to become better readers than children who are not read to.

2. Early childhood experiences. Children need many opportunities to explore and handle things in their environment. As they learn about "things" in the environment they learn concepts. If these experiences are guided by adults who interpret and explain children's experiences, language learning is facilitated and concept development is enhanced. Children who are lacking these kinds of experiences are usually delayed in their language development.

3. Physical maturation. Children need to be physically mature enough to be ready to develop certain skills. If a child is slow in developing physically he may be delayed in language development. Likewise, a child who is advanced physically will tend to be more advanced in language development.

4. Health. If children have a severe prolonged illness during the first two years of life, this usually delays the beginning of speech and the use of sentences. This is sometimes due to isolation and the lack of play contacts. If children are to learn language they must hear it and use it.

5. Socioeconomic Status. Children from the upper socioeconomic groups talk earlier, talk more grammatically "correct" and talk more than those from the lower socioeconomic groups. This is primarily related to the type and amount of language that is spoken in upper socioeconomic groups and lower socioeconomic groups.

6. Sex. Boys tend to lag behind girls in developing language skills. They speak in shorter and less gramatically "correct" sentences. They have smaller comprehension vocabularies and their pronounciation of words is less accurate at every age when compared to girls of the same age. There is no completely satisfactory explanation for this sex difference in speech development.

7. Parent-Child Interaction. Researchers have found that children's overall competency is significantly related to maternal care, to the mothers positive attitude toward the child, to the amount and kind of stimulation received from the mother and to how responsive the mother is to the child's needs. Also, the amount of verbal stimulation received from the mother significantly influences a child's ability to comprehend and express language. Parent-child interactions, therefore, play an important role in the young child's development.

8. Encouragement to speak. Babies tend to babble more when they are talked to than when left alone. The more attention a young child gets, the more motivated he is to talk; young children are often fascinated with adult conversation. They will stare at persons talking and sometimes imitate them by jabbering. Although the babbling may be unintelligible, it is conversation to the child. Children develop their language skills by practicing them. Being encouraged to speak by adults is very important to a child's language development.

9. Size of family. Children who are only children or who are the first born tend to be superior in every phase of language development. This probably results from their being the center of the mothers attention. As more children are born into a family the less time the mother has for each child. Children from large families tend to spend more time with siblings than with adults. Adult interaction as discussed earlier is very important to language development.

10. Handicaps. Children who have mental or physical handicaps often are delayed in their language development. If the handicap prevents a child from hearing or processing in the brain the language spoken around him/her, this obviously causes the child to be delayed in learning language. Children who are mentally deficient lack the neurological maturation to learn language and the learning process can be delayed significantly. Children with a minimal learning disability usually show a disorder in some aspects of language development, All of these handicaps can be improved with proper stimulation and guidance.

LANGUAGE AND THE LANGUAGE MINORITY CHILD

When a young language minority child enters your class, you have to decide what language of instruction will be most effective in furthering the child's development. You will also have to decide when and how to introduce the second language. Sometimes this decision has already been made in that a goal of the program is to develop English language competency rather than competency in the child's first language. When this is not the case and you can make the decision, there are some important facts about child development and learning that need to be considered.

First, the young child comes to the school situation with many unique cultural, cognitive, and language experiences that have already been stored in his memory bank. Many of these are represented or coded in the brain in the child's language. Although the exact relationship between language and thought is not known, it is generally agreed that language serves to facilitate or enhance intellectual growth. When the language of instruction is different from what the child knows, learning becomes burdensome and difficult. An unfamiliar language cannot facilitate or enhance intellectual growth.

Second, development is generally agreed to be cumulative and to occur in an orderly, sequential manner as a result of interactions between the child and his environment. These interactions require the child to learn new concepts or to expand or change concepts previously learned. As the child develops language, many of these experiences and concepts are represented linguistically. When a language in which the child does not have at least a receptive understanding is used for teaching new information or concepts, learning is difficult because the lack of language comprehension

prevents the child from relating the new material to what is already known. This causes a gap in the child's learning and interferes with the sequentialness of the learning process.

Third, some of the most important learning experiences occur in the home prior to the child's entering a preschool program. White (1975) believes that the "informal education families provide for their children make more of an impact on a child's total educational development than the formal education system". White's research shows that the period starting at eight months and ending at three years is a period of primary importance in the development of a human being. A positive link between the home and school is critical if learning is to be continuous with previous experiences. This includes the linking of language, culture, attitudes, experiences, knowledge, etc.

Fourth, the development of a positive self concept is important in order for learning to take place. Children learn who they are and develop feelings about themselves as a result of their experiences. Being accepted, being respected, having successful experiences, and being able to identify with others, fosters a positive self-concept and motivates children to learn. Feelings of acceptance, respect, success, and identification with others are difficult to achieve when the child's language and cultural experiences are not accepted at school.

Fifth, a proper match between what the child knows and what is presented is important for both motivational and intellectual development. When discrepancies between what the child knows and what is presented are too large, the result can be negative motivation and distress. Observations

of instructional activities where the children are dominant Spanish speakers and the language of instruction is English, show overt acting out behavior and little if any interest or motivation to participate in the activity. How can there be if they do not understand what is being said?

There is an old educator's adage that states "teaching must start where the learner is". This principal is frequently verbalized by early childhood educators but somehow is not consistently applied to language minority children. Often these children are seen as "lacking" English language competency rather than as children who speak a language that is a valuable learning tool. If teachers are to "start where the learner is", the language of the child must be utilized as a learning tool and the child's home and culture must be an integral part of the learning process. When this occurs, the learning environment will be more conducive to helping children build upon the knowledge and skills they already have. There will be a better match between what the child knows and what is presented. This will provide children with more opportunities for successful experiences which helps children develop positive self concepts, which in turn motivates children to want to learn.

SECOND LANGUAGE LEARNING

As a pre-school teacher in a bilingual-bicultural setting you will have children who speak only their first language (e.g., Spanish). You will have children who speak mostly their first language but will also speak some English . You will have children who speak both their first language and English. Your job as a bilingual teacher will be to help these children develop skills in both their first and second language. Earlier in this module we discussed first language development. In this section we will discuss second language learning. An understanding of second language learning is important if you are to be skillful in helping young children become bilingual; that is, to speak two languages proficiently.

There does not seem to be as much agreement among scholars of second language learning about how young children learn a second language as there is regarding how they learn the first language. However, most of the research supports the conclusion that in second language learning children follow a course similar to the one followed in acquiring the first language. Some of the similarities between first and second language learning are as follows:

1. Children learning English as a second language use some of the same processes as children learning English as a first language. They....
   a. Identify patterns of the language; rules of the language.
   b. Find ways of figuring out socially embedded language to gain meaning and cultural appropriateness.
   c. Use trial and error to gain feedback about correct usage.

2. Children learning English as a second language over generalize (use irregular forms in the same way regular forms are used e.g., foot and foots instead of foot and feet), and simplify the language in much the same way as children over generalize and simplify in the learning of the first language. It is not uncommon to hear both first language and second language learners of English say things like growed, pulleded, knowed, goed, etc.

Tape three minutes of a Spanish speaking child speaking English. Transcribe what the child says. Examine the childs use of English to see if you can see any similarities between the child's English and that of a native English speaker.

Some important characteristics of the second language learner that differ from those of the first language learner are as follows:

The Second Language Learner.....

1. Already has knowledge of the sounds and rules of one language. He will filter the second language through the first language's sounds and structures.
2. Will substitute first language meanings for words in the second language, e.g., this is a lapiz.
3. Will make the assumption that similarity of sound between the languages means similarity of meaning, e.g., en-and; asistir-assit.

4. Has a cognitive structure developed which can facilitate the learning of the second language.
5. Has a longer memory span, which also can facilitate the learning of the second language

While much has been written about the interference of the first language in the learning of the second language, current research seems to indicate that first language interference is not as significant a source of errors in second language learning as is the developmental process that native speakers of the language also go through. Closer analysis of second language learning clearly shows that the same developmental errors are made by both the first and second language learners. Sound differences between two languages and reliance on the first language no doubt cause some errors in second language learning, but not to the extent it was once thought.

Various methods of teaching a second language have been suggested and tried at all levels with various degrees of success. Some second language programs emphasize attitudes and interests with little or no direct language teaching. Some have been designed for the children to "catch" the second language by mere exposure. Some have emphasized vocabulary learning with no regard for the sounds or structure of the language. Others have emphasized the structure of the language while also incorporating the sounds and vocabulary logically into the program. A closer look at these various programs reveal two basic approaches to teaching a second language. These approaches are as follows:

Audiolingual Approach. Five basic objectives of this approach are.....

1. To develop in children the same type of abilities that native speakers have.
2. To teach the second language without referring to the first language.
3. To provide a teaching-learning situation in which children give conditioned correct responses to oral and written stimuli; to give automatic, nonthoughtful responses as in learning the first language.
4. To teach pattern drills without explanation because one cannot use a language and think about it at the same time.
5. To follow the "natural" sequence followed by children in learning the first language; understand, speak, read and write. Of the four skills speaking (oral language) is emphasized.

Teaching techniques used by audiolingual programs are as follows:

1. New material is introduced in dialogs with emphasis first on the language in the dialog and then the sounds, structures, or vocabulary to be learned.
2. Children practice the dialog by first repeating it. Then, they begin substituting words in the dialog to enlarge their usage of vocabulary.
3. Children practice the dialog but are required to transform or change the structures of the sentences. This helps to enlarge the children's usage of the grammar of the language and to bring out the rules of the language.
4. Children participate in application activities such as question and answers tasks, story telling, role playing etc., to help children use the second language in a more spontaneous manner.

Cognitive Approach. Five basic objectives of this approach are.....

1. To develop in children the same types of abilities possessed by native speakers, e.g., to the point that they can create their own forms of language as needed to communicate.
2. To establish the cognitive understanding of the rules of the language before asking children to use them.
3. To provide situations that encourage children to use the second language creatively.
4. To teach the functional rule system of the language; the basic aspects of the language needed to use the language.
5. To provide learning material that the children understand at all times. New material (language) is organized to relate to what has already been taught with emphasis on learning through all of the senses.

A cognitively oriented language program does the following (Chastain, 1976):

1. Builds on what the children already know.
2. Helps children relate new material to themselves; their own life and cultural experiences.
3. Avoids role learning except in the case of vocabulary.
4. Utilizes as many senses as possible.
5. Selects the most appropriate teaching learning situation for the children.
6. Uses the first language as a base from which to build conceptualization and understanding in the second language.

7. Uses learning techniques appropriate for the content and situation.
8. Considers the background, culture, and potential of each child.
9. Stresses the functional use of the language.
10. Considers child attitudes as well as the comprehension of content.
11. Gives students a chance to question and practice using excercises designed to develop comprehension and understanding.

List the characteristics of your language program. Is your language program audiolingual or cognitive in approach?

Although approaches can differ and programs within approaches can differ, there are some basic principles that should be considered in any second language program. (Saville and Troike, 1971).

1. Accept the child where he is and build upon his previously acquired abilities.
2. Use the child's dominant language to teach other things while you are teaching him a second language.
3. Use a sequential and systematic approach to teaching the second language. It is not "caught" by exposure.
4. Avoid stigmatizing a child's native dialect.
5. Plan different periods of the day to teach and use each language to discourage translation-type learning.
6. Provide for different rates of learning and different levels of experience, interest, and attention span.

7. Provide many opportunities to practice understanding and speaking in different types of meaningful situations. Language drills should have meaning.
8. Minimize incorrect responses so that correct language habits/responses are learned.
9. Motivate the child to want to learn the new language.

Select a language program. Analyze it to determine whether the above principles have been considered in the design and implementation of the program.

SEQUENCE OF FIRST LANGUAGE DEVELOPMENT

Language development follows a sequence that is fairly similar in many languages. While age guidelines have been established for the development of various elements of language, there can be normal variations because children develop at their own individual rate. One child may speak single words at 11 months and another not until 18 months. Both children would be developing normally. Age guidelines help us to recognize where children are in their development. They should be viewed as approximate ages and not as a rigid fact.

The following chart lists language behaviors that can be observed from birth to six years of age. Study the chart and see if you can get a feel for how language skills develop. As you read the chart think about the kinds of language activities you provide. Do any of the activities match some of the behaviors listed?

When you have finished reading and studying the chart, listen to the audiotape, Sequence of Language Development. Keep the chart in front of you for easy reference as you listen to the audiotape.

Listen to Audiotape.

SEQUENCE OF LANGUAGE DEVELOPMENT

The cry of a newborn baby is the beginning of the long and complicated process of learning language. For many of us the baby's learning of language just happens. We are not aware of the steps the young child goes through in order to communicate in our world of almost instant transworld communication. How a child develops the remarkable ability to communicate through the use of language is as mind boggling as understanding how man was able to walk on the moon. It is even more remarkable that some children learn to speak two or more languages during their early years. Let's go through the sequence of language learning, at least as we understand it at this point in time. We will use an imaginary child, Felipe, to help us better understand the steps involved in learning language.

At birth Felipe is able to cry and to make other sounds. Some of these sounds are grunts of pain, squeals, sighs, coughs, belches, yawns, growls and barking sounds. These sounds are not learned and occur as Felipe experiences discomfort or as he engages in general body activity. All children, even deaf children, make these noises. Some people refer to these noises as cooing.

Around four to six months of age Felipe will begin making sounds like those in the language of his environment. Some of the earlier sounds will disappear. This stage is called babbling. It is thought that imitation plays an important role at this time because each child makes the sounds of the language he hears. It is also at this time that deaf children stop making sounds.

During Felipe's early months of life he will discriminate some sounds. Loud noises will startle him and cause a good deal of crying. However, around three-and-one-half months of age his hearing will be approaching that of a normal adult and he will not be as oversensitive to loud noises as he was earlier. At this time, Felipe will become interested in listening to sounds, particularly those he makes with his saliva. You will frequently find Felipe making sounds and actively listening to them. This will continue for several months. While Felipe is making these playful sounds you will recognize some sounds that are being babbled.

You will also observe Felipe turning his head toward different sounds. He will appear to recognize some sounds, particularly those of his mother or primary care giver. Her voice will bring forth smiles, laughs and squeals.

Around seven to eight months of age, Felipe will begin understanding words. Some of the first words understood will be mommy, daddy, names of family members, bye bye, and baby. You will observe that once Felipe begins to understand words, he will acquire an understanding of other words at a rapid rate. Although Felipe may develop an understanding of words very rapidly over the next year or so, he may not say anything during this time. Some children do not say their first words until they are eighteen months or even two years of age. But do not be surprised if Felipe begins saying a few single words around one year of age.

Felipe may also be using noticeably different pitches when making sounds. He will use sounds to make requests or express needs. These are sometimes in the form of grunts or whines. You may have to look at his body language

to figure out what he is asking.

If Felipe begins saying words around one year of age he will add more single words to his speaking vocabulary during the next year. He may even begin to put words together into two or three word phrases such as "want more" or "baby go bye bye". Some language scholars believe that this step is the beginning of grammar usage. His understanding of words will continue to develop at a rapid rate and he will be able to follow simple instructions.

Also between one and two years of age Felipe will frequently look at and listen to people talking. There seems to be a fascination with speech sounds during this period. Felipe will begin using long combinations of sounds that are arranged in sentence-like form. This is sometimes called "jabbering". Jabbering is a way of imitating people talking.

Between two and three years of age, Felipe will understand most simple words and sentences spoken to him. He will speak in short sentences and will carry on a simple conversation. You will find Felipe enjoying short simple stories for brief periods of time. Don't be upset if Felipe loses interest in a story you are reading him, because most children's attention span is very short at this age. Felipe will be able to name familiar objects in pictures and looking at magazines and picture books will occupy some of his time.

Felipe's curiosity will manifest itself through the many questions he will begin to ask. Sometimes the endless number of questions is irritating, particularly if you are busy. But remember, it is Felipe's way of finding out about things he doesn't understand and it also allows him to practice

using some of his newly learned language skills. Be patient and ask him some simple questions. You will find that he is now able to answer single questions.

You will also observe Felipe saying words like mans, foots, mens, mouses. These words occur because he has figured out that one rule or way of talking about more than one thing is to add an (s) to the word. When children are learning the rules of their language, they sometimes figure out one rule or regularity in the language and apply it in every instance. Those words that are irregular, that do not follow the rule, are then spoken incorrectly. For example the plural of man is men, but if you add an (s) to either one you get mans or mens. This type of incorrect usage of a rule is called overgeneralization. Overgeneralization occurs in the learning of most languages as well as in the learning of second languages. It seems that human beings have the remarkable capacity to discover and use the rules of their languages. They may not be able to state the rules but the fact that they can use them indicates an awareness of them. Sometimes in the process of learning the rules and the exceptions to the rules, errors will be made. Don't be concerned. These errors are a normal part of the learning process. With continued exposure to language, the rules and exceptions are discovered.

Between three and four years of age, Felipe's vocabulary will increase tremendously. You hear more plurals, prepositions, articles, conjunctions and possessive words in his speech. He will speak using short sentences. You may hear Felipe repeating words or sounds. Some people call this stuttering. It too is a normal part of language development and usually

stops after a few weeks or months. Stuttering at this age is usually a result of the child's thinking faster than he can talk. Sometimes the child's vocabulary is limited and he cannot yet say what he wants to, causing hesitations and repetitions in speech. At this age, stuttering is best ignored. Also be sure the child is not under too much stress or pressure. During this period, Felipe will continue to be curious and ask many questions. You will observe that his questions are more difficult than earlier questions because he is learning more about his world.

Between four and five years of age, Felipe's question asking will probably be at it's peak. Try to continue being patient. His speech will probably be clear enough to be understood by most people. He will be able to say the first sound of most words correctly except for the (s), (r), (v), (l), (sh), (ch), and (th) sounds. These will develop later. You will notice that Felipe listens to and retells stories, putting events in sequence. Felipe will also follow more complex directions and can name and describe objects in pictures. His speech will contain longer sentences. You will find carrying on a conversation with him to be very enjoyable.

The period from five to six is when Felipe will have developed an understanding of most of the language that is used in every day conversation. Also his question answering will be more to the point. Felipe will ask questions now for information about how things work and the meaning of words. He will tell long stories accurately and will begin making up stories. This is an exciting age to be.

By six years of age, Felipe will be rather skillful in using language.

His development of language and thinking has come a long way since that first birth cry. It isn't by luck or natural development that Felipe has come this far. It was lots of love and care, lots of opportunities to listen to and talk to adults and lots of opportunities to listen to and talk to other children. It was Felipe's participation in his world of language.

E R R A T A

Page 44 Guidelines for Using the Skills Checklist

Add: after first paragraph:

Each checklist is coded to indicate levels of performance of children's chronological ages 0 - 5.0 years of age. This will enable you to determine an appropriate beginning point when administering the checklist. It is not necessary to administer the items below a child's level of performance. The checklist begins at 0 years of age to accomodate teachers who have severely handicapped children in their classroom. The coding level of performance by chronological age is as follows:

Level I is for children 0 - 3.0

Level II is for children 3.0 - 4.0

Level III is for children 4.0 - 5.0

GUIDELINES FOR USING SKILLS CHECKLIST

The following checklist has been designed to help you identify where children are in the development of some specific skills. The cover page has space for identifying information and directions for coding as you administer the checklist. Since you will be checking each child's development, there is space at the top of the checklist for each child's name in your classroom.

Some important guides for administering the checklist are:

1. Observe and record each item on the checklist as you work with children individually, in a small group or in a large group as appropriate to the task being observed.
2. Divide up responsibility for observing and recording items on the checklist so that the teacher and teacher aide do not duplicate the observation and recording of the same items.
3. Identify and plan activities for those items on the checklist that require a formal situation in order for the task to be effectively observed, e.g., pointing to an object that matches a sound heard.
4. Identify those tasks on the checklist that can be observed and recorded informally throughout the day as children participate in various activities. Record the children's performance of those tasks as you observe them.
5. Use this checklist throughout the year to monitor each child's progress. Checking children's development is an on-going process.
6. Use the information acquired through the administration of the checklist to plan individual and group learning experiences for the children in your classroom. (See "Planning Effectively for Young Children in a Bilingual-Multicultural Environment," module III.)

LANGUAGE SKILLS CHECKLIST

Teacher: _____

Center: _____

Class: _____

MARKING CODE:

\+ If the child does the task

\- If the child is learning to do the task

0 If the child cannot do the task

* Adapted from draft developed by Yolanda R. Molina

P O S T - T E S T

1. Explain why the development of language skills is important in the pre-school.

2. Explain the sequence of first language development.

3. Explain how first language and second language learning are similar and different.

4. Administer the language skills checklist to at least eight children.

5. Explain how you would use the information obtained from the language skills checklist.

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